

Unit 1/Lesson 6

Lesson Title: Rural, Urban and Suburban Communities

Short Term Goal:

Differentiate between the three types of communities

SLEs:

G.2.3.3 Identify reasons people live in rural, urban, and suburban areas

Common Core Standards:

CC3RL1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC3RL2

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text

CC3RI1

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers

CC3RI2

Determine the main idea of a text: recount the key details & explain how they support the main idea

CC3RI5

Use text features and search tools (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)

CC3SL1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly

CC3SL1a

Come to discussions prepared, or studied required material: explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

CC3SL1b

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)

CC3SL1C

Ask questions to check understanding of information presented, stay on topic & link their comments to the remarks of others

CC3SL4a

Read on-level text with purpose and understanding

CC3W2a

Introduce a topic and group related information together, include illustrations when useful to aiding comprehension

CC3W2b

Develop the topic with facts, definitions and details

Materials:

- The Little House by Virginia Lee Burton
- Sequencing chart - www.eduplace.com/graphicorganizer
- Triple T-chart (included)
- Social Studies text (pages 42 -65) "Urban Communities" pages 42 – 47, "Suburban Communities" pages 52 – 55, "Rural Communities" pages 56 – 58
- Chart paper/marker
- Social Studies learning logs
- Rubric (for poetry)

Direct Explanation/Model:

Three Sessions

What:

We will identify the three types of communities.

Why:

We will justify why where you live affects how you live.

How:

We will read stories about different communities compare and contrast the types of communities and write poems about the communities.

Guided Practice

First Session:

To begin, tell students (or have them tell you) how many different types of communities there are. (3, which are rural, urban and suburban). Introduce the story, "The Little House" to them. Students are to notice how the community changes as the house changes. As you are reading the story aloud, at each point in the story where the community changes, you should stop to discuss what the students notice about the community around the house.

After reading, students are to first complete a sequence chart for the story. (Make sure they are emphasizing how the community is changing.)

Then start the triple T-chart (anchor chart as well as individual charts for the students. Review the three types of communities (rural (country), urban (city), and suburban (suburbs)). Ask students to record what they may notice about each type of community. The anchor chart should remain up in the class throughout this study as students are adding to the chart facts they learned about the communities. Students will continue the discussion on communities by asking the students to:

- Decide what type of community they think they live in
 - Give reasons to support their answers
- (As they are discussing, students are also recording the information in their learning logs.)

To help them with their thinking, they may refer to the pages in the Social Studies textbook (listed earlier).

Conclusion, students should pick **one** type of community. Students will use the information for that community to write poems. (In Journeys, students are being introduced to concrete poems but they can also write cinquains or diamante poems.)

Second Session:

To review, ask the students to identify the three types of communities, go over information on the anchor chart and have the students add more details to the anchor chart.

If students are still having difficulties, you can use the CALS website and read the story, "My Neighborhood". Read the story and have the students decide what type of community is being described and they will have to justify their answers. (They may discuss orally or write in their Learning Logs.)

If students understand, then your students will begin working on their poems. Their poems are to describe fully their type of community. They can use the rest of the session working on their poetry.

Use rubric to evaluate the poems.